

Inspection report for early years provision

Unique reference number	EY409407
Inspection date	25/11/2010
Inspector	Rasmik Parmar
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2010 and she lives with her husband and two children age 15 months and three years in Halifax, West Yorkshire. The whole of the ground floor and the bathroom and one bedroom on the first floor are available to children. There is a secure garden available for outdoor play. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one of which may be in the early years age range. She is currently caring for two children in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and settled in the care of this supportive and enthusiastic childminder who works closely with parents to ensure that she fully meets the unique needs of each child. Children enjoy a wealth of play experiences supporting their learning and development in all areas. However, their knowledge and understanding of the wider world is yet to be developed. The childminder has an understanding of her strengths and areas requiring further development. She demonstrates her capacity to maintain continuous improvement and has plans in place for the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop children's knowledge and understanding of the wider world by improving the range of resources and embracing diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding issues. She is fully aware of her responsibility to ensure that effective systems are in place, including relevant safeguarding guidance to follow in the event of a concern being raised. She ensures that the suitability of all adults having unsupervised contact is maintained and that anyone who has not been vetted or is not known is never left alone with children. The childminder maintains an effective risk assessment system, demonstrating her sensible approach to minimising hazards

for children.

The setting is child orientated and has a variety of resources to meet the needs of all children. There are good opportunities for children to learn about the world they live in. They go on outings in the local community where they can watch nature or collect leaves. The childminder is aware of the need to ensure children learn about equality and diversity. However, the range of resources and planned activities that promote diversity are limited.

Children benefit from the effective working relationship between their parents and the childminder. Parents are kept well informed about their children's care and learning through daily discussion and records of children's achievements. The childminder liaises closely with parents in establishing their children's starting points and the next steps they need to take in their learning.

The childminder has effective systems in place for self-evaluation and she makes appropriate use of reflective practice on a day-to-day basis. She has established a clear development plan for her professional development, which supports self-evaluation and the need to maintain continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children are make good progress towards the early learning goals. The childminder plans the educational programme to meet the needs of all children. Their interests and abilities are taken into consideration when planning the stimulating range of experiences for children. She uses her good knowledge of the Early Year Foundation Stage to make links between the activities and the learning outcomes for children. She uses observations of children's progress to identify any gaps in their learning and what steps need to be put in place to enable children to move on to the next stage of their learning. The childminder knows children well and makes effective use of activities to help children learn new skills and to prepare them for new experiences. She uses observations and assessments of children's progress to identify any gaps in their learning and the steps that need to be put in place to enable children to move on to the next stage of their learning. She knows children well and makes effective use of activities to help children learn new skills and to prepare them for new experiences.

Children learn about and use numbers in their play. A good range of resources are provided which support children's understanding of numerical concepts. They count objects and are beginning to identify quantities and understand the concept of more or less than. The childminder supports children's developing communication, language and literacy skills through activities such as visits to the library to select books and through the good interaction and use of questions.

Children's independence and self-esteem is well supported. They are able to express their own ideas about what they want to do and to select activities for

themselves. The childminder is on hand to offer encouragement and support when needed and to give praise for achievements. Children learn how to behave well, to share and play together. They are developing their social skills as they play together, share meal times and go on outings into the local community.

The childminder makes effective use of daily routines to enable children to learn about being healthy and staying safe. They have regular opportunities to be physically active using the secure outside play area and playing on larger apparatus in the parks and play gyms. Children are actively encouraged to develop an understanding of how to stay safe as the childminder constantly teaches them road safety and about safety in the home.

Children understand and adopt sound hygiene practices. They learn to wash their hands in the washbasin and dry their hands on individual cloth towels. The childminder takes account of children's dietary preferences and works with parents to provide children with home cooked meals and snacks, which include cereals, fresh fruit and vegetables. All children are encouraged to drink water to ensure they stay hydrated to promote their health and well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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